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ABSTRACT

Reporting on a pilot study of urban junior high students, this report examines the way young people acquire perceptions of their own and other nations and attempts to identify the sources of those ideas. This action research approach used a survey research instrument with a 20-item semantic differential form to measure students' knowledge of and judgments about the United States, Canada, and Russia. In this 1991-92 pilot study, a convenience sample of 163 New York metropolitan area middle and secondary school students were sampled for response to the survey. Analysis of responses showed that the majority of students saw the United States in a relatively more favorable light than Canada or Russia. Questions for each country addressed the topics of demographics, politics, and ethics. Students tended to view Russia the most negatively but did seem to show an understanding of the many problems faced by the changes occurring in that nation. Television, newspapers, and teachers were reported as the most important sources of knowledge for the students' acquisition of their perceptions. The implications for social studies education are explored. Contains 16 references. (EH)

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Perceptions of national Identity:

How Adolescents View Their Own and Other Countries

by

Jack Zevin

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Perceptions of National Identity: How Adolescents View Their Own and Other Countries

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Introduction

The main purpose of this modest pilot study of urban junior high school students was to increase understanding of the way in which young people acquire perceptions or 'images' of their own and other nations; and to identify the sources of these ideas: whether friends, parents, teachers, media, or travel are paramount in importance. A distinction was drawn between sources of information and sources of feelings with the expectation that students might distinguish between the influences working upon them. Furthermore, this study sought to demonstrate 'action' research adapted to classrooms that teachers might conduct on their own for diagnostic purposes or as a means of teaching a research perspective to students.

Based on previous studies that offered guidance in developing a survey research instrument, a semantic differential form was created that seemed suited to measure students' knowledge of and judgments about nations and peoples. Items were selected according to how well they might measure geographic, political, and sociological perceptions of countries, with several semantic 'opposites' aimed at factors like size, climate, and physical characteristics of a country while others were aimed at such factors as judgments on wealth, justice, and basic rights.

In this 1991-92 pilot study of a convenience sample of one hundred and sixty-three New York area middle and secondary school students, the results of which are reported below, a twenty item semantic differential form was administered for student reactions to three countries: The United States, Canada, and Russia. The United States was used to form a baseline for comparison, while Canada offered the advantage of being a similar, neighboring state, friendly but perhaps not entirely familiar to American youth, and Russia offered the advantage of being seen as a significant 'other' in world politics, and a former enemy. Thus, the study offered the opportunity to compare what would probably be contrasting reactions, biases and images, of different countries, one's own, a friendly neighbor, and a

former foe, as well as the chance to learn more about the ascribed origins of students' information and feelings.

Objectives

The objectives of the study were:

1. To develop a clear, understandable, and succinct research tool for studying the images young people have formed of their own and other nations,

2. To identify those sources of information and affect that have influence over the formation of opinions and attitudes,

3. To discover how 'knowledgeable' or 'stereotypical' a limited student sample's reactions are to three nations,

4. To find out the degree of negative or positive student attitudes toward the three 'test' nations,

5. To draw tentative conclusions about how a group of urban young people view selected nations in an age of increasing media availability and influence,

6. To judge the impact of hours spent watching Television on knowledge of and attitude toward nations, and

7. To conduct further research on student perceptions of other nations, particularly neighbors or 'significant others' appearing in news broadcasts, such as Mexico or Japan, Haiti or China.

Rationale

In an increasingly shrinking world in which news and images from around the globe are transmitted almost instantaneously through the media, especially television, we know a modest amount about the ways in which, and the sources from which, children and young adults acquire their perceptions of their own, or other countries (Berry & Asamen, 1993) It is often assumed that the media are of the greatest influence upon perceptions, but it is not clear how the media impact upon the emotions and attitudes which often accompany the intake of information. Young people who, after all, will be our future voters and citizens, have already formed 'images'

of their own nation and of many others, and we need more insight into the accuracy and biases that characterize the learning process.

How people see their own government and country, and how they view others, whether in a negative or a positive light, can have profound consequences in the field of international relations now and in the future. I would argue that depth of knowledge about other countries, and greater open-mindedness, would result in a more analytical and fairer judgment by both adults and school students. Particularly when news of crises and problems brings peoples' attention to their own and to foreign countries, it is important to identify the sources of bias and misunderstanding as a step toward building a more reasoned and accurate picture of international relations. Teachers and schools can play an important role in creating more sophisticated and reasonable perceptions of the relationships between nations, and can work toward a creating a more analytical and empathic attitude which can apply to past history and current events.

Review of the literature (previous research and theory)

This study has its roots in political socialization research that began in the 1960's and continued through the 1970's. Political socialization research was important because most of these studies established a link between the classroom, particularly social studies courses, and the knowledge students have of the national and international political world (Easton & Dennis, 1969; Hess & Torney, 1967). Furthermore, many studies have demonstrated a connection between an "open classroom climate " in which students feel free or relatively free to discuss controversial issues and their reported levels of interest in and knowledge of politics,i.e., higher interest and knowledge in a more "open classroom climate" as opposed to lower levels reported by students in a more "closed classroom climate". (Blankenship, 1990: Hahn & Tocci, 1990, Torney et. al, 1975, Zevin, 1983).

Most of the studies dealt with student attitudes within the U. S. political culture, but a few extended their research focus to the international scene (Blankenship, 1990; Torney, et. al, 1975; Barrows, et. al, 1981). Several studies suggested that students in the United States and other nations all face similar problems in learning about each other's cultures, resulting in knowledge gaps and sometimes in stereotypes or misconceptions of other places and

peoples (Barrows, et. al, 1981; Torney-Purta & Lansdale, 1986). In particular, students and adults at all levels were found to be heavily influenced not only by their families and schools, but also by the media, most especially television (Adams, 1981; Larson, 1984). In a national study conducted by the Educational Testing Service, even college students were reported as holding serious misconceptions of other peoples, particularly in the areas of human rights, world membership in different religions, the problems of economic development, and the causes of inadequate nutrition (Barrows et. al, 1981). However, high school students in ten different nations, although sometimes lacking information about others, were capable of expressing clear and meaningful political opinions about the channels of communication which produced their perceptions of power, trust, and national character (Torney, et. al, 1975).

Almond has long argued that channels of communication between nations are critical in both supporting internal political characteristics and in promoting or inhibiting international understanding, playing to the more emotional or affective side of children and young adults, with schools playing more to the cognitive, or knowledge, side of the spectrum (Almond, 1977). Some have gone so far as to suggest that the views or images held of other peoples and places by students and adults are virtually shaped by the media in a way that transmits news as a series of "crisis events" rather than as solid information about other countries (O'Neill, 1986). Others still insist that the schools are a key to promoting understanding of others and to informing children and youth about the complexities of both national and world politics (Ehman & Gillespie, 1975; Hahn & Tocci, 1990). Following the studies by Barrows, Hahn & Tocci, and Larson, this research set out to learn more about the relationship between the "images" a group of urban young people have of their own and other nations, and the sources of their affect and cognition.

In particular, this study sought to identify the links, if any, between the amount of television watched and the positive or negative views held for a few countries assumed to be of significance to young adults, in this case the United States (the 'home' country), Canada (an important neighbor), and Russia (an important former adversary). Borrowing from media research, students were asked to report how many hours a week, on average, they watched TV, and how much time they gave weekly to news and public affairs programs, i.e., 0-5 hours, 6-10, 11-15, or 16 hours and over.

Borrowing from political socialization studies, students were asked to indicate the most important sources for their feelings (affect) toward politics, and the most important sources of their knowledge (cognition) about politics. Six choices were provided as sources for affect or cognition: parents, peers, media, books, teachers, or travel. Following techniques developed and field-tested in psychological and sociological research, a semantic differential survey form was devised for the study of student "images" of other nations and peoples, providing an easy to use format in which the respondents must choose between twenty opposite terms about nations on a seven-point Likert scale. Terms were chosen to evoke demographic, political, social, and ethical images, e. g., whether a nation can be rated as relatively "large" or "small", "democratic" or "undemocratic"; "multicultural" or "monocultural", and "reckless" or "cautious". Thus, the intention of the study was to determine the type of image young adults hold of the United States, Canada, and Russia, connecting these views to reported sources of knowledge and affect, and to the amount of television-watching that was reported for our sample of students.

Sample:

The student sample, collected during the Fall of 1991 consequent to an earlier small field sample in 1990, consisted of six junior high school social studies classes all located within the New York metropolitan area, two in Brooklyn (Kings), two in Queens and two in Nassau County. The sample totaled 189 students spread across six school buildings in different classrooms. All six schools were similar in character and population, either urban or suburban, and contained a wide range of ethnic, religious, and racial groups, but with no one of the segments of the population in the majority. Students in Nassau county were somewhat more affluent than those in Brooklyn and Queens. Approximately 25% of the student body reported being of immigrant origin and approximately 75% reported that they were born in the United States. 88% reported that were citizens of the United States, and 64% reported that they had reached thirteen years of age and enrolled in grade 8, while 36% reported that they were twelve years of age enrolled in grade 7. Females were represented in a somewhat larger proportion, 54%, than males who comprised 46% of the total population in the sample.

All of the students responded to the survey form under the guidance of their teacher and a college research assistant in their social studies classroom, following written instructions on the questionnaire. They were directed to complete the demographic portion of the survey first, followed by the semantic differential portion and finally the 'sources of knowledge' questions. Surveys took approximately 45 minutes to complete, although there was no time limit specified.

Method

As noted previously, the survey instrument developed for this study was adapted from earlier studies and was field-tested six months prior to final administration. In the original, there were quite a few more open-ended questions presented, many of which were found to elicit variable reactions and to offer coding problems. The twenty items finally utilized in the survey were chosen for several reasons. First, it was hoped that the pairs selected would afford a mental picture of student thinking about the physical or geographic nature of their own and other countries. Second, there was an intention to focus on how students thought about the political system, social structure, and economic well-being of the nations they were asked to characterize. Many of the items could be described as basically 'factual' in content although presented as part of an attitudinal survey, e.g., the size or climate of a country. Many other items might be described as basically evaluative in nature since students were being asked for a value judgment of the degree to which they see a nation act "democratically", "justly", or "cautiously". The final questionnaire, reproduced in the appendix, called upon students to answer demographic questions, react to a series of a semantic differential, and respond to a few multiple choice items asking for sources of knowledge and feelings, e.g., parents, media, friends, etc.

Based on the field-test trial run, the semantic differential was honed down to twenty opposites that appeared to elicit clearly differentiated student reactions, and which students in the pilot study reported as both interesting to think about and easy to understand. Three forms were given to each student respondent, one labeled the United States, a second Canada, and the third, Russia. For each, students were asked to characterize that country using the terms provided as opposites, some of which were chosen to reflect geographic knowledge, such as 'near' or 'far', 'large' or 'small', etc.; some of which were chosen to reflect political knowledge, such as

'democratic' or 'undemocratic', 'leader' or 'follower'; and some of which were chosen to reflect strength of feeling, positive or negative, such as 'reckless' or 'cautious', and 'selfish' or 'generous'. Some items called for perceptions of international actions while others drew out reactions to domestic activities. In addition, four questions were posed about the perceived origins of feelings directed toward other countries: the sources of **information and affect** that students saw as influencing their opinions of their own and of other nations. Sources were divided into six major categories, i. e., friends, parents, teachers, media, books and newspapers, and travel to other countries.

Middle or junior high school students were chosen as the subjects whose opinions and ideas were sought largely because this is a rapidly changing age group that is becoming aware of the international world in which they live and their possible role in it. It is an age where students begin to develop ideas and opinions of their own and are usually free to share their views with peers and teachers, and hopefully, researchers. It would be most interesting to redesign this pilot study to include both younger and older cohorts, but given the reading level of the survey and its length, it would have to be adapted particularly to the skills of the younger group. Thus for this pilot study, a junior high school population was selected as perhaps the most appropriate unit to poll given previous research on adolescent attitudinal development.

Findings from the survey of student perceptions (N=163)

Scoring (Scale of 1:7, with a theoretical mean of 4.0)

Naturally enough, the vast majority of student respondents saw their own country, the United States, in a relatively favorable light for most of the twenty terms on the semantic differential form. Within the form, students were provided a seven point scale between the polar opposites. For example, item one asked students to characterize a country as large or small, with one representing large, and seven small. Thus, the exact mean between opposites would be a value of 4.00, with three units of measurement on either side. A mean of one would, therefore, indicate unanimous agreement on 'largeness' , while a mean of seven would represent unanimous agreement on 'smallness'. A mean somewhere in the three to five range would represent a student reaction indicating that they saw a particular country as medium-sized. For the semantic differential,

results will be discussed in terms of averages or means for each item, while other survey items will be discussed in terms of percentages.

Individual means for each item were later compared for student reactions to the United States, Canada, and Russia. Means for the three nations were compared using a chi-square test for significance between expectations and observations with the assumption that students would react similarly to each country. Degrees of freedom were calculated on the basis of df=3, 160 for purposes of deciding on degree of statistical significance between the means for the United States, Canada, and Russia. Results will first be discussed for each country individually, followed by a comparisons and levels of significance.

Demographics (United States)
Items 1, 4, 5, 8, 9, 11, 15, and 20.

Thus, means for student responses to the twenty opposites on the semantic differential for the United States, tended to be in a positive rather than a critical direction. The U. S. was seen as large (m=1.7), relatively wealthy but not rich (m=5.4), heavily populated (m=1.45), multicultural rather than monocultural (m=1.9), as near (m=1.7), as quite 'like us" (m=2.3), and as fairly well educated (m=5.3) but as temperate in climate (m=3.7) rather than either hot or cold. From this response, it could be inferred that most of the respondents, hold a fairly 'realistic' view of U. S. demographics which conforms to most media and textbook representations of the United States as a big country with a large, reasonably well-off, population, but as one that could perhaps stand some improvement in the educational and the economic areas.

Politics (United States)
Items 3, 7, 10, 12, 14, and 18.

In political terms, students also viewed their own country in positive terms, high averages indicating that the U. S. was relatively friendly (m=2.6), very strong (m=1.26), democratic (m=2.4), offered many rights to its citizens (m=6.4), and provided a high degree of leadership (m=2.2), and was neither especially peaceful nor especially warlike (m=3.3). From this set of figures, it could be inferred that most of the students see their own country as basically very powerful and democratic, but not completely devoted

to international peace. The mid-range mean for the peaceful-warlike item would imply that many of the student respondents hold negative opinions of one or more of the recent U. S. involvement abroad, perhaps disapproving of troop commitments assigned to some of the world's troubled areas, its 'hot' spots.

Ethics (United States)
Items 2, 6, 13, 16, 17, and 19.

In ethical terms, students offered a wider range of viewpoints perhaps, than they did on the demographic and political factors. Students believed quite strongly that the U. S. is a trustworthy nation (m=2.4), a creative society (m=2.2), a desirable place in which to live (m=2.3), and as a relatively just system (m=5.7), but they held more balanced, or perhaps more critical views on the comparison of cautiousness vs. recklessness, with more opting for cautiousness (m=4.9), but a significant proportion opting for recklessness. They also responded more critically to the issue of selfishness vs. generosity, producing a mean closer to the middle of the range (m=4.65) than to either the positive or the negative ends of the spectrum. This would imply that this group of young adults, while basically feeling positive toward ethical aspects of national behavior, see the U. S. as perhaps a little to reckless in international affairs, and as not generous enough in its treatment of domestic or foreign problems.

Demographics (Canada)
Items 1, 4, 5, 8, 9, 11, 15, and 20.

Canada was described by most of the young adults in the sample in much the same terms as those used for the United States. Students perceived Canada as large (m=2.2), near but not very near to the U.S. (m=3.1),well educated (m=5.35) and relatively wealthy (m=4.4), but as containing fewer people than the U. S. (m=3.6), and as multicultural but less so than the U. S. (m=3.35), and as temperate in climate but a good deal more on the cold side than the U. S. (m=5.2). Furthermore, Canadians were viewed as "like us" but less so than for other Americans, (m=3.4). Thus, Canada and Canadians are seen as somewhat different by the young adults in this sample, although not as dramatically different from Americans. There seem to be a number of mild misconceptions of Canada which has its own culture, but nearly the same degree of multiculturalism and standard of living as the United States, and whose weather is quite similar to

the northern and western states. Students still seem to hold on to Canada as part of the "Far North" frontier image, at least to some extent.

Politics (Canada)
Items 3, 7, 10, 12, 14, and 18.

Canada is seen as an average nation in terms of political power (m=4.0) and leadership (m=4.4) in the eyes of our student respondents, and as a country that is more peaceful than the U. S. (m=2.05), a bit more cautious in world affairs (m=5.0), but equally democratic (m=2.8) with the U. S. For reasons that are not clear, but which probably reflect either a lack of knowledge or a touch of ethnocentrism, students viewed Canada as offering somewhat fewer rights than the U. S., but as much more committed to providing "many rights" than "few rights" to its people (m=4.8). In comparison to their characterization of the U.S., students seem a somewhat less positive in their demographic and political judgments of Canada although the total portrait is definitely on the positive rather than the negative side, and in a few instances, such as the peacefulness item, more positive than for their own country.

Ethics (Canada)
Items 2, 6, 13, 16, 17, and 19.

Student judgments of Canada's ethical character was, on the whole, quite positive with high ratings given to friendliness (m=2.4), generosity (m=4.9), and trustworthiness (m=2.6) none of which were significantly different than the scores for the U.S. On most other values, including viewing Canada as a desirable place in which to live (m=3.0), a creative culture (m=3.1), and a just society (m=5.2), the mean scores were about a point lower than the scores for the U. S, but still in the same positive direction. The ethical character accorded Canada by the students was very similar over-all with the image attributed to the United States, and only marginally less positive. Thus, our sample of junior high school students viewed Canada as a comfortable place in which to live, one that would provide them with much the same value, economic, and educational level as that in the United States.

Demographics (Russia)
Items 1, 4, 5, 6, 9, 11, 15, & 20.

Russia was viewed as large (m=1.8), heavily populated (m=2.3), poorer than either the U.S. or Canada, but not very poor (m=3,4) relatively cold like Canada (m=5.9), fairly well educated if a bit less so than the U.S. or Canada (m=4.9), far from us (m=6,0), multicultural but not as much so as the U. S. (m=3.9), and quite strongly "not like us" (m=5.8). All in all, the picture of Russia painted by the students could be seen as reflecting a fairly good understanding of Russia's problems and characteristics relative to North American standards, with perhaps some degree of misconception about the coldness of such as vast and varied area, and a bias against viewing any other places as more multicultural than the U. S.. Both Canada and Russia were seen by American students as less 'multicultural' and more 'monocultural' than the U.S., although all of the group averages were on the multicultural side of the seven-point scale. It should be noted that Canada and Russia both have a very wide variety of ethnic and racial groups within their societies, although arguably not quite as varied as the U. S. mixture of peoples. The variety of groups in the other societies is probably not as well understood by American students as are those within the American population, a result that seems quite reasonable given the nature and content of most news programs, few of which deal with social structure or demographics.

Politics (Russia)
Items 3, 7, 10, 12, 14, & 18

Russia was described by the students as relatively strong (m=2.5) despite recent news about problems, stronger than the score for Canada but less than the very high rating given to the United States. Russia was also rated as somewhat more warlike and less peaceful than either the U.S. or Canada, (m=4.2), but only by the barest of margins. This means that approximately half of the students rated Russia as warlike and half as peaceful, but few gave it a strong negative or positive rating on either side, and it should be noted that the U. S. was rated as only moderately peaceful with a mean of 3.3. Thus, it could be inferred that students are conscious of the occasional aggressive qualities of both their own nation and the former enemy. All in all, this seems a fair and reasonable assessment by young adults, one that reflects a carefully differentiated view of both nations, at least on the peaceful/warlike spectrum. The mean for "educated" on Russia (m=4.9) was slightly less than those given the U.S. and Canada, at 5.5 and 5.35 respectively, but statistically insignificant .

Russia was scored as somewhat less cautious (m=4.5) than the U.S. or Canada, but still on the cautious side of the center rather than on the reckless side, another example of the students' moderation of views on this issue. On the "rights" scale, Russia was described in considerably more negative terms (m=2.6) than either the U.S. or Canada, (at m=6.3 and 4.9 respectively), with students evaluating the country as giving relatively "few rights" to its people. "Rights of citizens 'was one area where students seemed to view the U.S. in a very positive light in comparison with either of the other two countries in the survey. Finally, Russia was seen as a "leader" nation in fairly strong terms (m=3.1), but not as strongly as the mean for the U. S, 2.2, but stronger than that of Canada, at a mean of 4.4. Thus, students did evaluate the three countries on a continuum of political power with the U. S. at one end, Canada at the other on most scales, and Russia in between, a highly differentiated view of national characteristics and one that reflects both a fairly large amount of knowledge and a careful judgment of relative strength.

Ethics (Russia)
Items 2, 6, 13, 16, 17, & 19

In ethical terms, Russia was described by students in much more negative terms than either the U. S. or Canada. While both the U.S. and Canada were described as basically friendly, Russia received a mean score that was almost at the center of the scale (m=4.1), with half viewing the nation as unfriendly and half as friendly, but with few strong opinions near the ends of the seven point spectrum. The same type of response developed in reaction to the topic of selfishness vs. generosity, (m=3.9), with Russia receiving another score at the center of the scale, half choosing one side and half the other side. On the issue of desirability, Russia was described in unflattering terms by most students (m=4.5), as somewhat more undesirable than desirable; while on the issue of justice, Russia was seen as considerably more unjust than just (m=3.5), much more unjust than the U. S. and Canada, which were viewed as just countries and given mean scores of 5.7 and 5.2 respectively. This result correlates with and corroborates student opinions on the three countries in terms of the "rights" concept. On the topic of trustworthiness, Russia was again given a rating near the center of the scale,(m=4.2) tipped slightly in the direction of untrustworthiness rather than worthiness. A few years ago, certainly a decade ago, this issue would have been decidedly more

negative, but students divided on this resulting in a deadlock of views between the positive and negative poles. Over-all, it might be concluded that the information students are receiving now, coupled with school studies and other influences, has left them in a state of flux concerning the evaluation of Russia as a nation-state, with considerable division of opinion, especially on ethical concepts such as trustworthiness, peacefulness, civil rights, and justice. They have not, however, downgraded Russia on all of the scales, giving the nation its due on the scales for strength, leadership, and education.

Significant Differences Between Means of Student 'Images' of Nations

Students had sharply different semantic perceptions of the three countries they were asked to characterize. On some measures, such as size, levels of education, and cautiousness students saw the three countries as quite similar. Although Russia was viewed as somewhat less cautious and less well educated than the US or Canada, the differences were not statistically significant, a rather surprising result given the history of the cold war. Memories of foreign policy problems are apparently quite brief! On other measures, such as strength, riches, population, peacefulness, distance, political rights, leadership, and likeness, the three countries were seen as quite different by this sample of students. Not surprisingly, the United States was seen as the wealthiest, strongest, and most populous of the three countries....and it was also viewed as the nearest nation with the highest level of "rights" and the best leadership. In short, our students saw the United States as most "like us". Canadians were seen as somewhat different from the United States in terms of wealth and level of political rights, but sharing basically positive evaluations.

Surprisingly perhaps, Canada was characterized as more peaceful but significantly less powerful (weaker), less populous, and exercising less 'leadership' than the United States. This is probably a relatively accurate view of the different countries' roles in world affairs. However, there are also several perceptions that may be judged as stereotypical concerning the different countries. For instance, Canada's 'fairness' is probably exaggerated given our common borders, and the notion that the US is more populous than Russia indicates a lack of accurate information on these characteristics.

Russia was far and away viewed as significantly different from both the United States and Canada on quite a range of factors. For example, the US and Canada were seen as much friendlier than Russia, much richer, but interestingly as much more selfish (less generous). Conversely, Russia was seen as more warlike and undemocratic than the other two countries, with the Canadians viewed as the most peace-loving of the three. The United States was described as warmer on average than the other two which were described as similarly 'cold'. Russia was seen as the furthest away by our sample and as undesirable, the mean different enough to be statistically significant. Part of the reason for viewing Russia as unappealing is probably recent news of economic problems and of political problems stemming from relatively "few rights". Interestingly, the United States was described as the most creative of the countries and the most multicultural, although both Canada and Russia have produced rich cultures and contain diverse peoples. Such a perception implies that this particular sample of Americans has little insight into the Russian or Canadian populations and poor knowledge of their cultural figures or contributions to the world in terms of products or ideas. While Canada and the United States were seen as basically 'just' nations, Russia was viewed as on the borderline (M=3.5) between 'just' and 'unjust', a difference that was significant from the other two. However, Russia was perceived as exerting more leadership than Canada but significantly less so than the United States, a characterization of the international scene that squares with American's general view of themselves and world history over the last several decades.

Russia was, on the whole, consistently perceived by the group in a more negative fashion than the Canadians, who were seen as much closer to the United States on most semantic differential factors. Russia, for instance, was characterized as "untrustworthy" (M=4.2) and "not like us" (M=5.8) in a dramatic and negative way, and while trustworthy Canadians were also seen as significantly different, the difference was always on the positive side of the ledger. Thus, in terms of statistical tests of variation, Russia was perceived by this group of students as significantly different from both Canada and the United States on fourteen comparisons out of twenty, many on the negative side of the seven point scale. By contrast, the two North American neighbors were seen as significantly different on only eight comparisons out of twenty, most of which were on the positive side of the seven point semantic differential scale.

Sources of Affect & Knowledge for the Three Nations

Students were asked to designate the sources of their knowledge about their own and other countries, and to indicate those sources which also influenced how they felt about or judge nations. Separate questions about the sources of knowledge and affect for the U.S., Canada, and Russia were posed at the conclusion of the survey. Thus, students supplied feedback about their knowledge bases and opinion bases for each country. They were directed to rate each source in order of importance, and for the purposes of this report, only their first choices for each category will be listed, i. e., what percentage of the respondents chose friends, parents, TV, teachers, books and newspapers, or travel and tourism as the primary influence on either their knowledge or feelings. Since students could and select more than one category as an important source, results did not always add up to exactly 100% for the six categories, and there could be, and often were, several first or second 'top' choices.

Sources of Knowledge and Affect (U.S.)

Television and teachers were reported as the two most important sources of knowledge about the United States, with 65% and 60% of the sample rating these as most important. Surprisingly, books were listed by approximately 51% of the students as a primary source of information about the U.S., followed by parents at 48% and friends at 41%. Travel came in as a last 'top' choice with only 30% of the young people indicating that they had learned most about their country through travel. Thus, as expected, television's importance in the information network for these students was corroborated, but teachers' roles in the delivery system were also viewed as pivotal by students.

Responses indicating sources of feelings about the U. S. were considerably different from those for knowledge. Our student respondents drew a clear distinction (significant at the .05 level) between the origins of their information and their feelings with television still a top choice at 55%, but dropping ten percentage points below that reported for knowledge, and 'friends' jumping to second place, chosen by 52% up from fifth place on the source of knowledge question. Unexpectedly, parents were selected as the first choice of influence by about the same percentage as for knowledge, 44%, and teachers lost a significant amount of ground, declining to 41% as the most important choice, a loss of almost

twenty points from the knowledge question. Books and newspapers also lost ground, with about 40% of the junior high students making this their first choice. Travel again remained in last place as a source of affect formation, with only 28% making this their top choice. Thus, quite understandably, adolescents in our group reported that television and friends are the two top sources of their feelings, with smaller percentages choosing parents, teachers, books, and travel as the primary factor. Teachers, in particular, are viewed by these young New Yorkers as excellent sources of knowledge about the United States, but only as moderate sources of influence on feelings.

Sources of Knowledge and Affect (Canada)

Feedback on the sources of knowledge which students reported for Canada were quite a bit different than for the United States. Again, as expected, television was viewed as very important, but so were teachers, chosen by 49% and 50% respectively, and so tied for first place. This ranking is similar to that for the U. S., but the percentages were much lower for all first choices, perhaps because knowledge of foreign nations is generally less available than for one's own country, or perhaps because of a certain amount of student uncertainty. In any case, books and newspapers were second in importance, ranked as most important by 36% and 32% of the students, while travel was ranked at the top by only 13% and friends by only 6%. Apparently, for Canada, our neighbor nation to the north, friends are seen as a very poor source of information, and a surprisingly low number of students sampled reported traveling in Canada as a way of learning about the country even though it borders New York State.

In terms of affect, students are considerably more unsure of their choices than they were for knowledge, with percentages dropping significantly, but with television still reported as the top choice by 37%, followed closely by books and newspapers, 33%, parents, 29%, and teachers, 27%. Friends, and travel, as before, are rated primary choices by only 16% and 11% of the students, who obviously see these as very poor sources of feelings about Canada. Thus, the generally very positive image students have of Canada apparently derives primarily from media sources such as television and newspapers, with a modest input from teachers and parents, and almost none from friends and travel. While the relative positions of the students' choices for Canada are much like those for the U.S., the

proportions indicating a definite ranking are much lower, reflecting perhaps ambiguity of feelings about the nation that shares the longest border and largest trade exchange with the U. S.

Sources of Knowledge and Affect (Russia)

Knowledge of Russia for this group was clearly being drawn from television, reported as the first choice for information by 68% of the students. Teachers were viewed as important by 49% and books and newspapers by approximately 50% of the students, but television dominated as the top selection. The recent turmoil and change in Russia has probably heightened interest in that nation, and encouraged more attention by young adults than they might normally accord a country. In fact, TV as a top source of information for Russia was at about the same level as that for the U.S., and far above the level for Canada. Furthermore, parents, chosen as a primary information source by 30% of the students, was seen as significantly less important than either teacher or media. Friends and travel were viewed as insignificant, 12% and 6% respectively. These students stressed school teachers and media as information sources, particularly TV, the main elements in supplying information to them about Russia.

Feelings about Russia, however, seem to supplied primarily by parents, 40% of students choosing parents as their top source of affect, followed by books and newspapers at 36%, and television at 33%. Television was, it seems, viewed as a much better purveyor of information than affect. Parents were consulted on Russia, giving them a more important role in creating feelings than they were given for either Canada or the U.S. Books and newspapers had a similar role to that reported for Canada, a little more than a third ,36%, selecting this as a primary source of feelings. Surprisingly, neither teachers nor friends were seen as especially good sources of feelings about Russia, 24% and 21% respectively choosing these categories. Very few chose travel as a key influence, only 6%. It was expected that friends and travel might be more important to New York young adults since a large number of Russian immigrants have settled in and around the area where this survey was conducted. However, travel was limited while the influence of media was seen as very important in disseminating both information and attitudes. For Russia, a high proportion of students in this sample reported an interest in discussing their feelings and attitudes with parents

rather than teachers, similar to the result for Canada, but unlike that for the U.S, for which friends tend to fill the consultative role.

Influence of Television on Student "Images" of Nations

Students were asked to report how many hours a week they watched news and information programs on television. Four categories were offered, 0-5 hours, 6-10, 11-15, or 16 hours and over. The vast majority of the students, approximately 70% reported watching more than 16 hours a week, thus demonstrating this to be a very conservative set of divisions that will have to be modified upwards for future studies of this type. However, approximately 30% of the students did watch somewhat less television than the others, 15 hours or below, so there was enough of a sample to provide at least a rough indication of the relative influence of 'higher' and 'lower' television watching on perceptions of other nations. Generally speaking, differences were few across the twenty items of the semantic differential survey, but some proved to be significant.

For the United States, there were significant differences between the 'high' and the 'low' groups on items 12, 15, 17, and 19. Those watching more than 16 hours a week tended to characterize the U.S as more cautious than those who watched less (m=5.3 vs. 3.4) who tended to see the U. S. as more reckless. Those who watched more news also tended to see the U. S. as more desirable (m=2.3 vs. 2.8), more multicultural (m=1.7 vs. 2.8), and less just (m=5.7 vs. 6.3), but more trustworthy (m=2.3 vs. 2.65) than those who watched less news. This implies, perhaps, that for this sample, television tended to improve the image of one's own nation on several factors including desirability, multiculturalness, and trustworthiness. However, attending to news coverage also tended to reinforce a sense of injustice in the world that contributes to a negative image. Over-all, the effect of increasing television news time for this group seems to have influenced a more positive self-image of national identity.

For reactions to Canada, most of items also tended to 'wash out' with the exception of five: 10, 14, 18, and 19, and 20. Those who watched more TV news tended to see Canada as more democratic (m=2.2 vs. 2.95), promoting more rights (m=4.65 vs. 6.0), providing better leadership (m=4.3 vs. 5.4), being more trustworthy (m=1.8 vs. 2.6), and more like 'us' (m=3.3 vs. 4.2). Movement of opinion was entirely in a positive direction. Apparently, whatever sources of

Canadian information that have been conveyed to students during this time period through television media has promoted a better and perception of that nation. On each of the significant categories, the greater the exposure to TV news and information, the better the image accorded Canada. Thus, the influence of television on the Canadian and the American images seemed to be in a relatively positive direction based, of course, on a convenience sample of only 163 respondents.

Finally, reactions to Russia also demonstrated a few significant differences in the reactions of high and low TV watchers. These differences were manifested for items 11, 15, 16, 17, and 19. Those students who gave more time to the TV news programs tended to view Russia as further away rather than nearer (m=6.4 vs. 4.6), but they also saw the country as more multicultural (m=3.9 vs. 4.4), more creative than imitative (m=3.1 vs. 3.8), and as somewhat more just (m=3.6 vs. 2.8) than unjust, although nearly all viewed Russia as basically an unjust state. Finally, those who reported more attention to TV news tended to see Russia as more untrustworthy than those who watched less (m=4.3 vs. 3.4). This somewhat mixed pattern could reflect confusion over the news programs that have appeared throughout 1992 reporting on rapid and upsetting changes in Russia. Since the news media have indicated that Russia is a state in flux, students' views may reasonably reflect the unclear information coming through to them. Nonetheless, increased attention to the news also tends to create a somewhat more accurate understanding of Russia since those reporting 16 hours or more of viewing tended to characterize the nation as more multicultural, physically far away, and creative, all of which may demonstrate the effects of increasing knowledge derived from the television media.

In general, television viewing for the group of urban youngsters responding to this survey appears to have a relatively small but positive effect on how young adults view their own and other nations. For most items in this study, there were little or no statistically significant differences on this pilot study of junior high school social studies students. However, on a number of items, usually five or six out of the twenty, particularly, 'rights', 'multiculturalism', 'justice', and 'trustworthiness', there were statistically significant differences in favor of television viewing as a source of knowledge and affect.

Summary of Findings from Pilot Study

Based on this pilot study of six New York City junior high school (N=163) in which students reported perceptions of their own and other nations, the following **tentative** conclusions could be drawn:

1. A semantic differential format using sets of opposites for eliciting student judgments of their own and other nations was an easy and well-rreceived research method for respondents to use.

2. These urban secondary school students hold different 'images' of countries, in this case the U.S, Canada, and Russia, which are more reasonable than stereotypic, more accurate than erroneous.

3. There were a few misconceptions reported, usually demographic, but on the whole students seemed to be relatively well informed about the size, population, character, weather, foreign policy and political system of the three countries.

4. Students were capable of rendering judgments on the ethical decisions attributed to countries, including their degree of recklessness, strength, leadership, justice, creativeness, and selfishness in world affairs.

5. New York junior high students in this sample gave their own country, the U.S., the most positive character of the three, viewing their country as strong, friendly, democratic, and trustworthy; but were also balanced, and sometimes critical of its level of peacefulness, generosity, justice, caution in world affairs, and degree of education, items which received positive, but relatively low, mean scores.

6. Canada was viewed largely in a positive light, although not quite as affectionately as the U. S., with fewer people, many rights, friendly, peaceful, democratic, but not quite as creative, as powerful or as multicultural, and as offering less leadership in world political affairs.

7. Russia was seen as large, strong, relatively well educated, and a leader among nations, but as somewhat unfriendly, relatively poor, unjust, untrustworthy, and undemocratic. While Canadians were viewed as pretty much "like us", Russians were seen more as

"not like us", with students clearly differentiating between North Americans and Russians.

8. Based on a chi-square test for statistical significance, students rated Canada and the United States as significantly different on eight out of twenty semantic factors, mostly positive in nature; while they rated Russia as significantly different on fourteen factors, many of which were on the negative side of the spectrum.

9. A statistical comparison of mean scores for student reactions to the United States, Canada, and Russia demonstrated that they were consistent in the way in which they characterized a country using opposites and clearly capable of differentiating between nations across political, social, geographic, and economic factors.

10. For this study, sources of reported student knowledge about world affairs was dominated by television and newspapers, with television the clear winner in the eyes of these junior high school students, although teachers were given a large and important role in conveying ideas, second to television and above or about equal to books and newspapers. Only for perceptions of the U.S., parents are reported as an important source of information, as are friends, but for other nations these categories decline markedly, and travel is of negligible influence.

11. Sources reported for student feelings about world affairs presents a more complex picture than that for information. Television, books, and newspapers are still seen as vital links in forming attitudes, but friends play a major role in promoting perceptions of the U.S, and parents a major role in shaping perceptions of Russia, but less so for Canada. Teachers, while playing an important role in building information bases, are viewed as having only a modest influence on student perceptions toward their own and other countries.

12. The number of hours these city students spent watching TV news and current events programs (most reporting 16 hours or more a week) does seem to have an impact on their images of their own and other nations, particularly for items involving perceptions of trustworthiness, justice, and citizen rights. Those in the sample who reported watching more TV news tended to hold somewhat more positive and somewhat more accurate views of other nations, but slightly more 'critical' or 'balanced' views of their own country.

Implications for the Teaching of Social Studies

The results of this pilot study hold a number of suggestions for teaching social studies, particularly for young adolescents. First it is interesting to note that students in responded easily to the semantic differential questionnaire. Most had little or no difficulty in describing their personal mental pictures of Canada, Russia, and the United States, and the general trend of answers for the entire group was quite reasonable in terms of squaring with our general view of the geographic and political data for each of these nations. .

Second, teachers and television were seen by these students as playing a valuable and fairly influential role in conveying information and sometimes feelings about other countries. Television, as expected, was viewed by these students as having a very vital role in shaping their perceptions of other countries, and of their own as well. This finding suggests that teachers, rather than deploring or struggling against television programming, might use TV as an opportunity to deconstruct its contents in much the same way that they ask students to analyze texts or literature. The data and emotions offered by television news reporting and other programs could form the basis for exciting discussions about media and how these sources influences our perceptions, leading to a questioning of news sources.

Third, tests or surveys, such as the semantic differential used in this study could become a regular part of secondary school social studies action research because these offer an easy way of polling student perceptions of places and peoples they are asked to learn about. Their perceptions might be reasonable or might be somewhat stereotypical. Much, of course, depends upon the nation under discussion and the latest news about it. Situations of intense scrutiny, such as Russia has received in recent years, would be likely to raise levels of student awareness and attention, while quiet periods might lead to relative inattention and produce vague perceptions of a country's characteristics.

In conclusion, social studies teachers have available several diagnostic tools to employ in finding out how students 'see' their own and other countries, and could use this information to diminish stereotypes or to bolster an already well-developed knowledge base. This study suggests that diagnostic tools such as surveys, opinion

polls, and semantic differential tests could be used by teachers to make better judgments about the quality and character of student 'images' of their own and other nations. Based upon classroom survey results, valuable teacher time and energy could be directed toward capitalizing on student views and knowledge of nations, and by fostering greater critical awareness of the media and people who serve as sources for feelings and information.

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Semantic Differential Mean Scores for Student Images of Nations				
1.0	U. S. A.	Canada	Russia	7.0
Large	1.7	2.2	1.8	Small
Friendly	2.6	2.4	4.0*	Unfriendly
Strong	1.3*	4.0*	2.5*	Weak
Poor	5.4*	4.4*	3.4*	Rich
Many People	1.5*	3.6*	2.3*	Few People
Selfish	5.0	4.8	3.9*	Generous
Peaceful	3.3*	2.0*	4.2*	Warlike
Warm	3.7*	5.2	5.9	Cold
Uneducated	5.5	5.4	4.9	Educated
Democratic	2.4	2.8	5.3*	Undemocratic
Near	1.7*	3.1*	6.0*	Far
Reckless	5.2	5.0	4.5	Cautious
Desirable	2.3	3.0	4.5*	Undesirable
Few Rights	6.3*	4.8*	2.6*	Many Rights
Multicultural	1.9*	3.4	3.9	Monocultural
Creative	2.2*	3.1	3.3	Imitative
Unjust	5.7	5.2	3.5*	Just
Leader	2.2*	4.4*	3.1*	Follower
Trustworthy	2.4	2.6	4.2*	Untrustworthy
Are Like Us	2.3*	3.4*	5.8*	Not Like Us

*Indicates a score that is statistically significant from the other means at a level of .05 or better based on Chi-Square.

Semantic Differential Mean Scores for Student Perceptions of their own and other Nations				
1.0	U. S. A.	Canada	Russia	7.0
Large	1.7	2.2	1.8	Small
Friendly	2.6	2.4	4.0*	Unfriendly
Strong	1.3*	4.0*	2.5*	Weak
Poor	5.4*	4.4*	3.4*	Rich
Many People	1.5*	3.6*	2.3*	Few People
Selfish	5.0	4.8	3.9*	Generous
Peaceful	3.3*	2.0*	4.2*	Warlike
Warm	3.7*	5.2	5.9	Cold
Uneducated	5.5	5.4	4.9	Educated
Democratic	2.4	2.8	5.3*	Undemocratic
Near	1.7*	3.1*	6.0*	Far
Reckless	5.2	5.0	4.5	Cautious
Desirable	2.3	3.0	4.5*	Undesirable
Few Rights	6.3*	4.8*	2.6*	Many Rights
Multicultural	1.9*	3.4	3.9	Monocultural
Creative	2.2*	3.1	3.3	Imitative
Unjust	5.7	5.2	3.5*	Just
Leader	2.2*	4.4*	3.1*	Follower
Trustworthy	2.4	2.6	4.2*	Untrustworthy
Are Like Us	2.3*	3.4*	5.8*	Not Like Us

*Indicates a score that is statistically significant from the other means at a level of .05 or better based on Chi-Square.

HOW WE SEE EACH OTHER:
CANADIAN AND AMERICAN PERSPECTIVES ON THEIR COUNTRIES

DEAR STUDENT; THIS QUESTIONNAIRE IS A SURVEY OF YOUR OPINIONS AND FEELINGS, NOT A TEST. YOU ARE ASKED TO ANSWER EACH ITEM IN A WAY THAT REPRESENTS YOUR BELIEFS. THE GOAL OF THE PROJECT IS TO LEARN MORE ABOUT HOW CANADIAN AND AMERICAN STUDENTS SEE THEIR OWN AND THEIR NEIGHBOR'S NATION, AND TO FIND OUT MORE ABOUT THE ORIGINS OF FEELINGS AND IDEAS. WE GREATLY APPRECIATE YOUR CONTRIBUTION TO SOCIAL STUDIES RESEARCH IN ANSWERING EACH OF THE QUESTIONS THAT FOLLOW BELOW. THANK YOU VERY MUCH.

DEMOGRAPHIC INFORMATION

I.D.#.....

AGE.....

GRADE.....

YEARS RESIDENT IN COUNTRY.....

HOURS OF TV WATCHED IN A WEEK.....

ARE YOU A CITIZEN ? YES.....NO.....

HOW MANY TIMES HAVE YOU VISITED THE U. S. A?.....

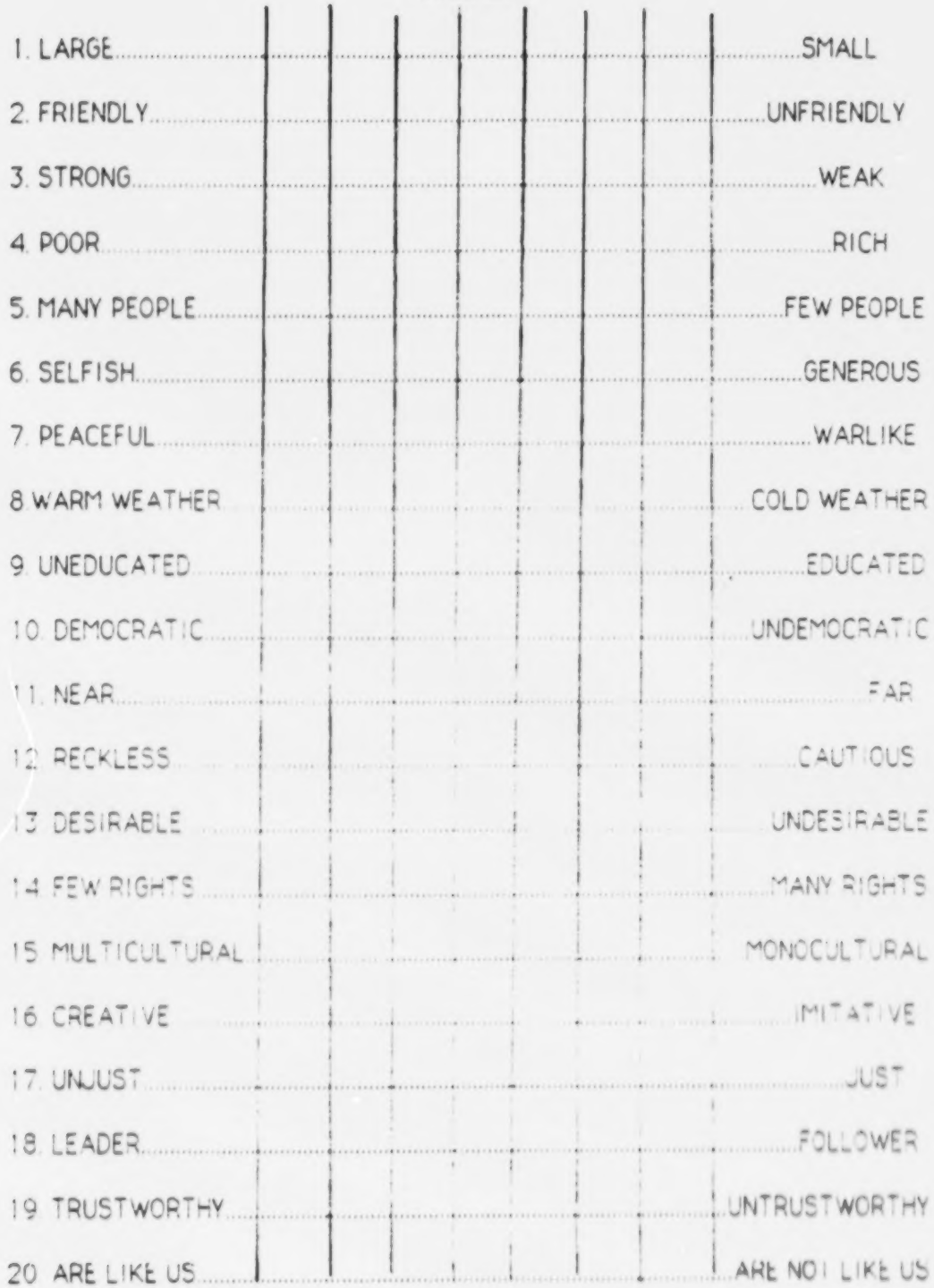
HOW MANY TIMES HAVE YOU VISITED CANADA?.....

****

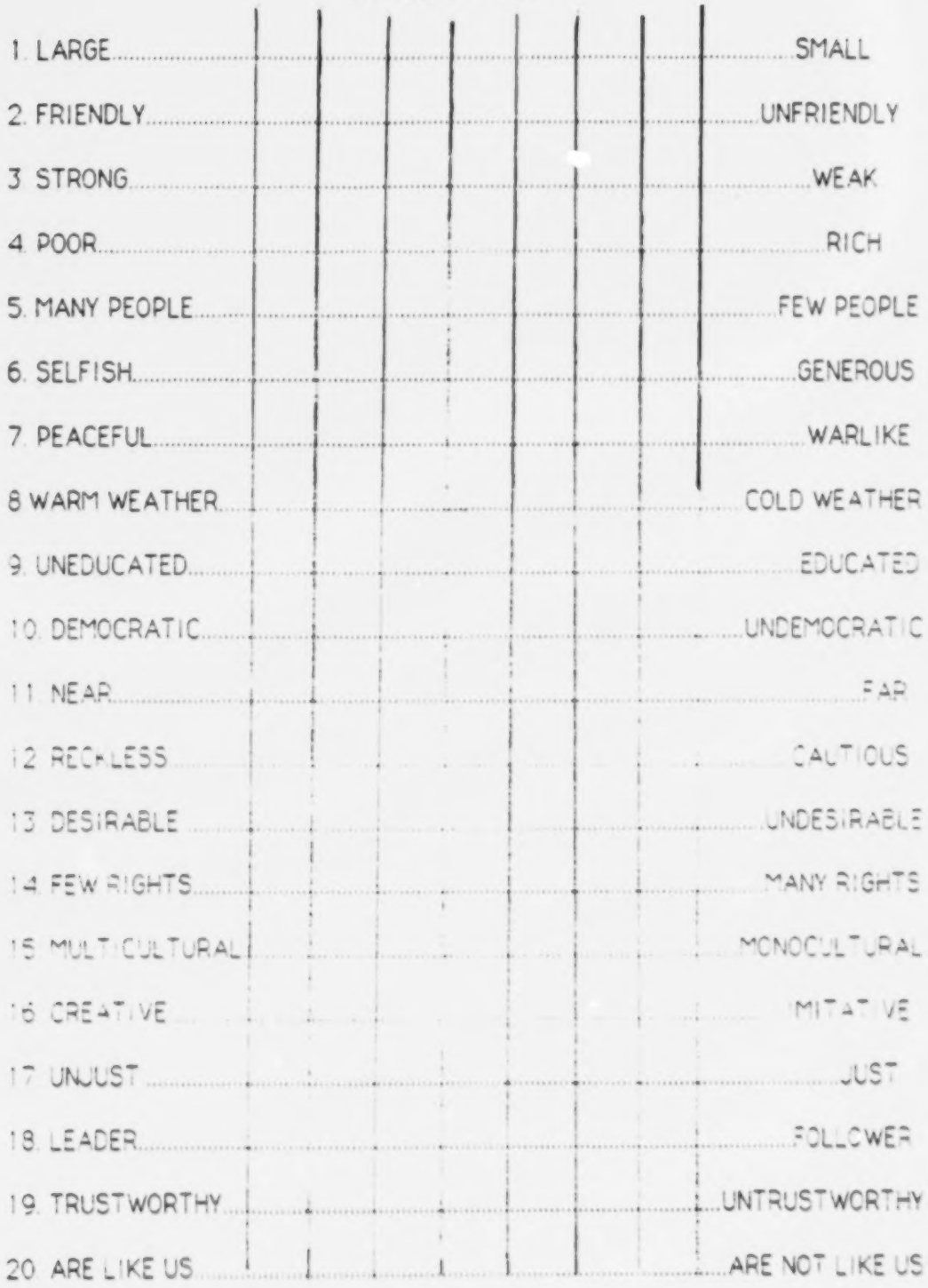
SURVEY: PART I

DIRECTIONS, IN THIS PART OF THE SURVEY, WE WOULD LIKE TO KNOW HOW YOU DESCRIBE THE U.S. AND CANADA. AT THE TOP OF EACH OF THE FOLLOWING TWO PAGES IS THE NAME OF THE COUNTRY FOLLOWED BY PAIRS OF WORDS OR PHRASES THAT MAY DESCRIBE IT. THE PAIRS ARE OPPOSITES. FOR EACH PAIR YOU ARE ASKED TO MARK THE 7- POINT SCALE BETWEEN THE TWO DESCRIPTIONS TO SHOW YOUR OPINION. □ THE CHOICE YOU MAKE MAY BE IN EITHER DIRECTION OR IN THE MIDDLE OF THE OPPOSITE IDEAS, BUT SHOULD REPRESENT YOUR TRUE FEELINGS.

CANADA


1. LARGE
SMALL
2. FRIENDLY
UNFRIENDLY
3. STRONG
WEAK
4. POOR
RICH
5. MANY PEOPLE
FEW PEOPLE
6. SELFISH
GENEROUS
7. PEACEFUL
WARLIKE
8 WARM WEATHER
COLD WEATHER
9. UNEDUCATED
EDUCATED
10. DEMOCRATIC
UNDEMOCRATIC
11. NEAR
FAR
12. RECKLESS
CAUTIOUS
13. DESIRABLE
UNDESIRABLE
14 FEW RIGHTS
MANY RIGHTS
15 MULTICULTURAL
MONOCULTURAL
16 CREATIVE
IMITATIVE
17. UNJUST
JUST
18. LEADER
FOLLOWER
19 TRUSTWORTHY
UNTRUSTWORTHY
20 ARE LIKE US
ARE NOT LIKE US

UNITED STATES



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SURVEY; SECTION II

DIRECTIONS, IN THIS SECTION OF THE SURVEY, PLEASE WRITE OUT YOUR RESPONSE TO EACH QUESTION ABOUT PROBLEMS YOU BELIEVE EXIST IN THE UNITED STATES AND CANADA. PLEASE LIST THE FIRST ONES THAT COME TO MIND AS YOU PROCEFD.

1. LIST THE THREE MOST IMPORTANT PROBLEMS YOU THINK FACE CANADA RIGHT NOW.

---

2. LIST THE THREE MOST IMPORTANT PROBLEMS YOU THINK FACE THE UNITED STATES RIGHT NOW..

---

3. LIST THE THREE MOST IMPORTANT PROBLEMS YOU THINK FACE BOTH THE U. S. AND CANADA RIGHT NOW.

---

4 LIST PROBLEMS THAT YOU THINK THE U. S. CAUSES FOR CANADA RIGHT NOW

5.LIST PROBLEMS THAT YOU THINK CANADA CAUSES FOR THE U.S. RIGHT NOW.

---

6 IN YOUR OPINION, WHICH ARE THE *BEST* PLACES TO BE IN CANADA RIGHT NOW, THOSE WITH THE FEWEST PROBLEMS?

---

7. IN YOUR OPINION, WHICH ARE THE *BEST* PLACES TO BE IN THE UNITED .....STATES RIGHT NOW, THOSE WITH THE FEWEST PROBLEMS?

---

8 IN YOUR OPINION, WHICH ARE THE *WORST* PLACES TO BE IN CANADA RIGHT NOW, THOSE WITH THE MOST PROBLEMS?

---

9. IN YOUR OPINION, WHICH ARE THE *WORST* PLACES TO BE IN THE UNITED STATES, THOSE WITH THE MOST PROBLEMS?

---

10. IN YOUR OPINION, OUT OF *BOTH* THE UNITED STATES AND CANADA, WHERE WOULD YOU MOST LIKE TO LIVE, WORK, PLAY, GO TO SCHOOL, ETC?

****

SURVEY; SECTION III

DIRECTIONS; IN THIS SECTION OF THE SURVEY, WE WOULD LIKE TO KNOW WHERE YOU BELIEVE YOUR INFORMATION AND IDEAS COME FROM ABOUT YOUR OWN AND OTHER NATIONS. OF THE CHOICES GIVEN BELOW, CIRCLE THE ONES THAT COME CLOSEST TO MATCHING YOUR OWN EXPERIENCES.

1. MOST OF MY **KNOWLEDGE** ABOUT CANADA COMES FROM:

A. FRIENDS AND CLASSMATES
B. PARENTS AND RELATIVES
C. TV AND MEDIA
D. TEACHERS AND STUDIES
E. BOOKS AND NEWSPAPERS
F. TRAVEL AND SHOPPING

2. MOST OF MY **KNOWLEDGE** OF THE UNITED STATES COMES FROM:

A. FRIENDS AND CLASSMATES
B. PARENTS AND RELATIVES
C. T.V. AND MEDIA
D. TEACHERS AND STUDIES
E. BOOKS AND NEWSPAPERS
F. TRAVEL AND SHOPPING

3. MOST OF MY **FEELINGS** ABOUT CANADA COME FROM:

A. FRIENDS AND CLASSMATES
B. PARENTS AND RELATIVES
C. T V AND MEDIA
D. TEACHERS AND STUDIES
E. BOOKS AND NEWSPAPERS
F. TRAVEL AND SHOPPING

4. MOST OF MY **FEELINGS** ABOUT THE UNITED STATES COME FROM,

A. FRIENDS AND CLASSMATES
B. PARENTS AND RELATIVES
C. T V AND MEDIA
D. TEACHERS AND STUDIES
E. BOOKS AND NEWSPAPERS
F. TRAVEL AND SHOPPING

5. DO YOU THINK THAT CANADIANS KNOW MORE ABOUT THE U S THAN AMERICANS KNOW ABOUT CANADA?

A. AGREE B. DISAGREE C. CAN'T DECIDE

6. DO YOU THINK THAT AMERICANS KNOW MORE ABOUT CANADA THAN CANADIANS DO ABOUT THE U. S.?

A. AGREE B. DISAGREE C. CAN'T DECIDE

END

THANK YOU FOR COMPLETING THIS SURVEY FOR A STUDY OF HOW CANADIANS AND AMERICANS VIEW EACH OTHER. WHEN RESULTS HAVE BEEN TABULATED AND ANALYZED, CONCLUSIONS WILL BE SHARED WITH YOU.